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ABSTRACT

This report presents results of the first product evaluation of the Saginaw School District's Michigan Early Childhood Education Preschool (MECEP) program. The MECEP operated at five elementary sites, with 154 pupils participating. The goal of the program was to provide 4-year-olds with an environment that would enable them to develop school readiness skills. Program component areas included cognitive, psychomotor, affective, parent participation and education, curriculum, staff development, and community collaboration and participation components. Data were collected on student cognitive, affective, and motor development; parent participation; curriculum; community collaboration and participation; and staff development. Evaluation data indicated that the program met most objectives in the cognitive domain and all objectives in affective and motor domains. All parent participation and education, curriculum, and community collaboration and participation objectives were met. All in all, 24 of 26 objectives were attained. Recommendations for program improvement are offered. Program objectives, the Saginaw Objective Referenced Test (PK-Sort), the affective rating scale, summary data tables, and other related materials are appended. (RH)

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MICHIGAN EARLY CHILDHOOD EDUCATION
PRESCHOOL PROGRAM PRODUCT
EVALUATION REPORT

1988-89

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Saginaw, Michigan

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MICHIGAN EARLY CHILDHOOD EDUCATION
PRESCHOOL PROGRAM PRODUCT
EVALUATION REPORT

1988-89

An Approved Report of the
DIVISION OF ADMINISTRATION AND PERSONNEL
Department of Evaluation, Testing, and Research

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June, 1989

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PROGRAM DESCRIPTION

This is the first year the School District of the City of Saginaw has operated a state funded prekindergarten program for "at risk" four year old children. The District has operated for the past eighteen years a federally funded (Chapter 1 of the Educational Consolidation and Improvement Act) prekindergarten program for children coming from the inner city. Thus Saginaw is no stranger to prekindergarten programming and the two programs are essentially the same except for funding source and the process to identify eligible four year olds.

The factors which place four year olds "at risk" of becoming educationally disadvantaged are essential to the identification of those to be included in the Michigan Early Childhood Education Preschool (MECEP) program. Four year olds selected for participation in MECEP must have shown one or more of the following "at risk" factors:

> Score of 19 or less on the 27 item Prekindergarten Readiness Screening Device (PRSD); low birth weight; physical and/or sexual abuse and neglect; nutritionally deficient; developmentally delayed; long-term or chronic illness; diagnosed handicapping condition (mainstreamed); lack of a stable support system or residence; destructive or violent temperament; substance abuse or addiction; language deficiency or immaturity; non-English or limited English speaking household; family history of low school achievement or dropout; family history of delinquency; family history of diagnosed family problems; low parental/sibling educational attainment or illiteracy; single parent; unemployed parent/parents; low family income; parental loss by divorce or death; teenage parent; chronically ill parent: physical, mental or emotional; incarcerated parent; housing in rural or segregated area; and rural or isolated setting.*

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*(From 1988-89 Application For State Allocation Grant, Early Childhood Education Program, page 18 with local criteria of PRSD added as suggested.)

The MECEP operated at five elementary sites: Herig, Jerome, Kempton (p.m. only), Merrill Park, and Zilwaukee (a.m. only). A total of 154 pupils took part in this year's program. Because of late receipt of the MECEP monies, the program started the week of December 5, 1988. The program concluded on June 1, 1989.

The MECEP program is based upon the Piagetian concept that a child develops intellectually in a stimulating environment. Preschoolers are provided with an environment in which they receive positive reinforcement for reaching out, experimenting, seeking, and attaining new knowledge. Free and structured experimentation with common objects provide learners with information and a repertoire of actions on objects to enable them to explore the properties of unfamiliar things. Manipulative materials provide children with many problem-solving developmental activities. The daily schedule includes experiences in the areas of affective, fine and gross motor skills, physical and social knowledge, and parent participation.

Language and concept development is constantly encouraged and reinforced. The school environment is characterized by: consistency, behavior modification, interest centers, decision-making on the part of the students, and pupil participation with freedom and responsibility.

The overall goal of the program is to provide four year olds with an environment that will enable them to develop school readiness skills. There are seven program component areas: cognitive, psychomotor, affective, parent participation/education, curriculum, staff development, and community collaboration/participation components (see Appendix A for the objectives in each component).

EVALUATION PROCEDURES

This report presents the results of the first product evaluation of the MECEP program. A process evaluation was also conducted this year, and these findings are reported in a separate report.

Product Evaluation

A product evaluation measures the end results of a particular program. The major product (or outcome) question was: Did the program attain the objectives it set out to accomplish?

To answer this question relative to the cognitive and psychomotor objectives, the Prekindergarten Saginaw Objective Reference Test (PK-SORT) was used to assess student achievement (see Appendix B for a copy of the PK-SORT). The PK-SORT included 31 items dealing with both psychomotor and cognitive program areas. The first 17 items measured the program's nine cognitive objectives while the remaining 14 dealt with the four fine and gross motor objectives. The post-test only administration of PK-SORT took place from May 8-19, 1989.

The outcome of the affective objectives was measured by a pre- and post-test administration (February 20-24, 1989 and May 22-26, 1989 respectively) of the Affective Rating Scale (ARS). The ARS is an 18 item checklist dealing with seven affective objectives (see Appendix C for a copy of the ARS).

The Parents as Partners Sheet was the evaluation instrument used by each teacher to record the amount and type of parent participation that occurred during the year (and measures the three parent participation objectives).

The three final objectives related to curriculum, community/collaboration/participation and staff development used existing recordkeeping systems maintained by the program supervisor to obtain data relative to meeting or not meeting the criterion of each objective.

PRESENTATION AND ANALYSIS OF PRODUCT DATA

Prekindergarten Saginaw Objective Referenced Tests (PK-SORT)

The results of the PK-SORT administered during May 8-19, 1989 to MECEP prekindergarten pupils are presented. PK-SORT results will be reported separately for both cognitive and psychomotor subtest areas. The following results are based upon the testing of 137 pupils in May. Summary post-test data for the cognitive subtest are contained in Table 1 below. The cognitive subtest measures nine objectives.

TABLE 1. SUMMARY OF NUMBER AND PERCENT OF MECEP PUPILS ATTAINING OBJECTIVES OF THE PREKINDERGARTEN SORT COGNITIVE SUBTEST MAY, 1989.

Obj. #	Objective Description	Standard	Pupils			Attainment of Objective
			Tested #	Attaining Standard #	%	
1	Physical Knowledge	80% of the pupils will correctly respond to 2 of 3 related items	137	124	90.5	Yes
2	Social Knowledge	80% of the pupils will correctly respond to at least 3 of 4 related items	137	124	90.5	Yes
3	Knowledge: Classification	50% of the pupils will apply 2 criteria for sorting	137	119	86.9	Yes
4	Knowledge: Logical-Mathematical -Seriation	70% of the pupils will answer at least 1 of 2 related items	137	119	86.9	Yes
5	Spatio-Temporal Knowledge: Structure of Time	50% of the pupils will respond correctly to at least 50% of the items	137	117	85.4	Yes
6	Expressive Language: Labeling	85% of the pupils will label at least 4 objects in a picture	137	130	94.9	Yes
7	Expressive Language: Mean Length of Utterance	80% of the pupils will use at least 3 of 5 elements of fluency	137	78	56.9	No
8	Expressive Language: Semantics.	65% of the pupils will use at least 3 of 5 elements of fluency	137	66	48.2	No
9	Expressive Language: Plot Extension/ Expansion	50% of the pupils will use at least 1 element of plot extension in their description	137	124	90.5	Yes

Analysis of the data contained in the above table reveals the following:

- MECEP pupils attained seven of the nine cognitive objectives.
- The two objectives not meeting the mastery criteria were Expressive Language: Mean Length of Utterance and Expressive Language: Semantics.
- Objective 6 (Expressive Language: Labeling) demonstrated the greatest percentage of attainment (94.9%).

Summary data for the psychomotor subtest are presented in Table 2 which follows. The psychomotor subtest measures four objectives

TABLE 2. SUMMARY OF NUMBER AND PERCENT OF MECEP PUPILS ATTAINING OBJECTIVES ON THE PREKINDERGARTEN SORT PSYCHOMOTOR SUBTEST MAY, 1989.

Obj. #	Objective Description	Standard	Pupils			Attainment of Objective
			Tested #	Attaining Standard #	%	
10	Fine Motor Coordination	80% of the pupils will perform at least 3 of 4 activities	137	132	96.4	Yes
11	Spatio-Temporal Knowledge: Structuring of Space (Order)	65% of the pupils will correctly pattern a topological relationship	137	109	79.6	Yes
12	Representation at the Symbol Level: Specific Shapes	65% of the pupils will copy 3 of 4 shapes	137	91	66.4	Yes
13	Gross Motor Coordination	80% of the pupils will complete at least 3 of 4 movements	137	117	85.4	Yes

Analysis of the above data reveals the following results:

- MECEP pupils attained all of the four objectives.
- Objective 12 (Representation at the Symbol Level: Specific Shapes) showed the lowest attainment (66.4%).
- Objective 10 (Fine Motor Coordination) demonstrated the highest attainment (96.4%).

The presentation of cognitive and psychomotor post-test achievement data by building are shown in Appendix D.

Affective Rating Scale (ARS)

The outcome of the affective objectives was measured by a pre- and post-test administration (February 20-24, 1989 and May 22-26, 1989 respectively) of the 18-item Affective Rating Scale (ARS). A total of 129 MECEP pupils were pre- and post-tested. For these pupils to show attainment on an objective the average post-test score must increase one score point or more in the positive direction over the pre-test score. Mean pre- and post-test plus objective attainment results for the seven affective objectives are captured in Table 3 below.

TABLE 3. SUMMARY OF OBJECTIVE ATTAINMENTS* BASED ON MEAN RATINGS BY TEACHERS FOR 129 MECEP PUPILS IN THE WINTER, 1989 (PRE-TEST) AND SPRING, 1989 (POST-TEST), AS DETERMINED BY AN ANALYSIS OF AFFECTIVE RATING SCALE (ARS) DATA.

#	Objective Description	ARS Items	MEANS					Attainment of Objective
			VF 1	F 2	S 3	I 4	VI 5	
14	Preference Value Teacher	5, 6, 10	Post	1.7		Pre 3.6		Yes
15	Self-Control	13, 14	Post	1.5		Pre 3.3		Yes
16	Positive Peer Interaction	1, 3, 11	Post	1.8		Pre	4.0	Yes
17	Initiates Activities	15, 17		Post 1.9		Pre 3.8		Yes
18	Positive Work Attitude	7, 12	Post	1.6		Pre 3.6		Yes
19	Curiosity	2, 4 8, 9	Post	1.9		Pre 3.8		Yes
20	Creativity	16, 18		Post 2.4			Pre 4.2	Yes

*Preformance Standard -- pre- to post-test increases will average 20% or more relevant ARS items (i.e., a change of at least one scale point on the instrument in a positive direction).

Pre- Grand Mean = 3.8
Post-Grand Mean = 1.8
Difference = 2.0 or 40%

A review of the above data reveals the following results:

- MECEP pupils attained all seven affective objectives.
- Pre- to post-test mean gains ranged from 1.8 (36.0%) to 2.2 (44.0%) points.
- The smallest mean gain occurred on objectives 15 (Self-Control) and 20 (Creativity).
- The largest mean gain (2.2) was attained on objective 16 (Positive Peer Interaction).

The ARS data by building are shown in Appendix E for the interested reader.

Parents Participation/Education

Parent participation has always been an important part of Saginaw's prekindergarten programming. This component is designed to provide parents with the skills they need to become directly involved in their children's education. Parents and other members of the family frequently are quite eager to provide these learning experiences for their child. The parenting component can provide them with specific information on how their interactions can contribute to their child's development.

The parent program had three main objectives:

21. 60% of the prekindergarten families will participate in the classroom or on field trips four times per year.
22. 60% of the prekindergarten families will participate in parent meetings four times per year.
23. 80% of the prekindergarten families will complete with the child, nine home activities and return them to school.

The evaluation of this year's parenting component consisted of a year-end analysis of the data collected and recorded during the year.

Parent participation is an important component of this program. Table 4 below presents a detailed view of how the program fared on each of the three objectives.

TABLE 4. ATTAINMENT OF PRODUCT OBJECTIVE AS DETERMINED BY CUMULATIVE ANALYSIS OF SEPTEMBER, 1988 TO JUNE, 1989 PARENTS AS PARTNERS MONTHLY LOGS.

Objective Number	Total Families #	Families Meeting Standards #	%	Objective Attained
21 (60%)*	137	103	75.2%	Yes
22 (60%)	137	130	94.9%	Yes
23 (80%)	137	128	93.4%	Yes

*Mastery criteria for each objective stated in percent.

As an analysis of the above data indicates, the parenting component was a success. All three objectives met the attainment standard. Parenting data by building can be found in Appendix F.

Curriculum

The curriculum objective was focused on establishing an Early Childhood Education Curriculum Committee with an intended outcome of meeting at least four times during the 1988-89 school year.

This committee was formed with eighteen members (see Appendix G for listing of its membership). A total of four meetings were held on the following dates: January 24, February 10, March 7, and June 8, 1989. The three following noteworthy undertakings were started and/or completed:

- Requesting all kindergarten teachers to attend a Dr. Lillian Katz presentation entitled "What Should Young Children Be Doing? What's Appropriate?",
- Developing a parental transitional booklet for preschool parents so that they know what to expect from a kindergarten curriculum, and
- Defining the early childhood professional growth unit (PGU) offerings for the second semester of 1988-89 (see Appendix G for a copy).

From the review of the data maintained by the project supervisor, it was evident that the curriculum objective (objective 24) was attained.

Community Collaboration/Participation

This objective again involves the establishment of a committee. The purpose of the committee was to encourage community collaboration and participation in the MECEP program. Instead of establishing a new committee, the program supervisor became a member of the Family Life Education Advisory Committee and used this committee as a vehicle to focus collaboration and participation.

Due to the late start of the program, the standard of three meetings was revised to two meetings per year. The Family Life Education Advisory Committee did meet twice since the supervisor joined, namely on January 24 and again on May 9, 1989. A number of mutual issues were dealt with including: establishment of project Even Start which is to coordinate adult, preschool, and parenting education, Family Oriented Structured Preschool Activity

(FOSPA), and teenage pregnancies (see Appendix H for a listing of committee membership and summary of the May 9, 1989 meeting). It seems evident that objective 25 dealing with the community collaboration and participation was attained.

Staff Development

The staff development objective (objective 26) spoke to 75% of MECEP staff participating in 75% of the inservice offered to improve instructional skills and broaden the knowledge base of staff. A review of the data maintained by the program supervisor revealed that 87.5% (7 of the 8 staff members) attended 100% of the inservice sessions offered. The chart below indicates the month and the major topic(s) covered during each session.

Month	Topic(s)
November	Program Implementation
December	Programming Updates from University, Local, and State Consultants
January	Pre-Primary Developmental Theorists
February	Mid-Michigan Association for the Education of Young Children (MMAEYC) Conference (Teachers) and Computer Awareness Session (Aides)
March	Science, Language Development, and Early Prevention of School Failure
April	PK-SORT Procedures and Music and Movement Exercises
May	Music and Folk Dance Curriculum from High Scope
June	FOSPA Overview

Recapping, 87.5% of the MECEP staff attend 100% of the monthly staff development sessions offered indicating that objective 26 was attained.

SUMMARY AND CONCLUSIONS

The 1988-89 Chapter 1 Prekindergarten Program served a total of 154 children at five elementary schools. A screening test was administered to each registrant at the beginning of the year as well as a screening for other "at risk" factors of becoming educationally disadvantaged was conducted to select the children who most needed this experience.

The Prekindergarten Saginaw Objective Referenced Test (PK-SORT) was used to measure product outcomes on thirteen of the 26 program objectives. The results show that the program attained seven of the nine objectives in the cognitive skills area, and all four objectives in the psychomotor skills area. Overall, the program was able to attain eleven (84.6%) of the thirteen PK-SORT objectives.

The Affective Rating Scale (ARS) was used to measure the seven affective objectives. The results show that the program attained all seven of the affective objectives (100.0%).

The Parents as Partners Monthly Logs was the vehicle used to measure the product outcome on the three parent participation/education objectives. These results show that all three objectives were attained (100.0%).

Finally records maintained by the MECEP program supervisor was used to measure the three objectives related to curriculum, community collaboration/ participation, and staff development components of the program. Again, a review of the results shows that all three objectives (objectives 24, 25, and 26) were attained (100.0%).

The MECEP program in its first year operation was very successful with 24 (92.3%) of the 26 objectives being attained. This probably is in large partly due to the experienced staff the Saginaw Schools has developed over its 19 years of prekindergarten programming endeavors.

Even successful programs can be improved. A review of the process and product evaluation data indicates certain areas where refinement or adjustments can be made in aiming toward further program improvements.

RECOMMENDATIONS

The recommendations that follow are based on this year's process and product evaluations and are intended to help bring about MECEP program improvements in the following school year.

1. The teachers and program supervisor should jointly explore the probable circumstances for poor achievement on objectives 7 and 8 and develop an instructional management system which will lead to attaining these objectives.

2. The program supervisor and teaching staff should analyze the building results presented by objective, in order to formulate a plan to reduce differences in program impact across buildings.

3. Based on the process finding of large differences between teachers in using language production/ enhancement techniques with children, an expectation of the frequency needs to be communicated to staff and further clinical supervision to determine if these are realistic expectations.

4. The frequency of closed- to open-ended questions (approximately 50/50) is excellent. A review and extension on how to better phrase open-ended questions to better foster expressive language seems warranted.

5. Because of the frequent turnover of staff, possible expansion of the program in the future, and the increasing sophistication of the preschool program, a training manual and/or video needs to be developed that spells out common daily preschool practices and procedures.

APPENDIX A

MECEP PROGRAM COMPONENTS AND OBJECTIVES LISTING

Component: Cognitive

Objectives	Activities to Accomplish Objectives	Beginning and Ending Dates	Name/Title of Person Responsible for Implementation	Method Used to Evaluate Activity
1. Physical Knowledge	- Feeling activities - Furry and other texture toys - Play cough - Smelling and handling vegetables	September 6, 1988 to June 8, 1989	Teacher, Aide	80% of the pupils will respond correctly to 2 of 3 items related to physical knowledge on the PK SORT.
2. Social Knowledge	- Books - Field trips - Films - Visitors - Role playing - Helpers in room	September 6, 1988 to June 8, 1989	Teacher, Aide	80% of the pupils will respond correctly to at least 3 of 4 items related to social knowledge on PK SORT.
3. Knowledge: Classification	- Color--blocks - Shape - Size - Texture - Tone - Utility - Smell - Taste - Calendar - Sorting	September 6, 1988 to June 8, 1989	Teacher, Aide	50% of the pupils will successfully apply two criteria for sorting: color and/or form on the PK SORT.
4. Knowledge: Logical - Mathematics Seriation	- Length - Height - Weight - Shades of color - Hardness - Softness - Cuisenaire rods - Block tower building - Texture activities	September 6, 1988 to June 8, 1989	Teacher, Aide	70% of the pupils will answer at least 1 of 2 related items on PK SC
5. Spatio-temporal Knowledge: Structure of Time	- Show and tell - Story--book - Role playing - Science experiments - Calendar - Preparation of lunch, art, cleanup, home bound - Growth stages - Finger play - Farmer in Dell - Audio visual material	September 6, 1988 to June 8, 1989	Teacher, Aide	50% of the pupils will respond correctly to a least 50% of the relat items on PK SORT.

APPENDIX A

Component: Cognitive (con't.)

Objectives	Activities to Accomplish Objectives	Beginning and Ending Dates	Name Title of Person Responsible for Implementation	Method Used to Evaluate Activity
6. Expressive Language: Labeling	- Naming pictures in storybook - Naming items in catalogue - Naming objects in house - Naming items in classroom - Tag pictures	September 6, 1988 to June 8, 1989	Teacher, Aide	65% of the pupils will label at least 4 object in a picture on the PK SORT.
7. Expressive Language: Mean Length of Utterance	- Retelling of story - Expounding child's sentence (i.e., apple--eat, apple--I eat, apple--I eat an apple)	September 6, 1988 to June 8, 1989	Teacher, Aide	30% of the pupils will use at least 3 of 5 elements of fluency on PK SORT.
8. Expressive Language: Semantics	- Flannel board stories - Language stories - Emphasizing specifics - Grammatical structures: such as ing, past tense, personal pronouns and copulas (verb "to be") and descriptors	September 6, 1988 to June 8, 1989	Teacher, Aide	65% of the pupils will use at least 3 of 5 semantic elements on PK SORT.
9. Expressive Language: Plot Extension/ Expansion	- Completing unfinished sentences - Adding endings to stories - Drawing inferences	September 6, 1988 to June 8, 1989	Teacher, Aide	50% of the pupils will use at least one elemer of plot extension in their description on the PK SORT.

APPENDIX A

Component: Psychomotor

Objectives	Activities to Accomplish Objectives	Beginning and Ending Dates	Name/Title of Person Responsible for Implementation	Method Used to Evaluate Activity
10. Fine Motor Coordination	- Art work - Writing on board - Finger painting - Folding - Stirring pudding - Peg boards - Pouring - Geoboards - Puzzles - Cuisenaire rods	September 6, 1988 to June 8, 1989	Teacher, Aide	80% of the pupils will perform at least 3 of activities on the PK SOR
11. Spatio-Temporal Knowledge: Structuring of Space (Order)	- Games--straight line - Role playing - Manipulation of object (rods, blocks, toys) - Poetry - Prose - Counting days till - Finger plays - Bear Hunt - AAA - Ten Little Indians - Line drawings	September 6, 1988 to June 8, 1989	Teacher, Aide	65% of the pupils will correctly pattern a topological relationship on the PK SORT.
12. Representation of the Symbol	- Sand drawings - Paper cutting - Cookie cutting with clay - "Simon Says" - Tracing - Rubbing	September 6, 1988 to June 8, 1989	Teacher, Aide	65% of the pupils will copy 3 of 4 shapes on t PK SORT.
13. Gross Motor Coordination	- Rhythms - Dancing - Jungle gym - Free play activities - Balance beam - Mats--tumbling - Play all equipment	September 6, 1988 to June 8, 1989	Teacher, Aide	80% of the pupils will complete at least 3 of movements.

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APPENDIX A

Component: Affective

Objectives	Activities to Accomplish Objectives	Beginning and Ending Dates	Name/Title of Person Responsible for Implementation	Method Used to Evaluate Activity
14. Preference Value Teacher	- One to one relationship with an adult - Seeking adult as resource	September 6, 1988 to June 8, 1989	Teacher, Aide	Pre- to post-test increases will average 20% or more on relevant Affective Rating Scale (ARS) items.
15. Self-control	- Consistent classroom environment--inner control--freedom and responsibility	September 6, 1988 to June 8, 1989	Teacher, Aide	Pre- to post-test increases will average 20% or more on relevant Affective Rating Scale (ARS) items.
16. Positive Peer Interaction	- Sharing, selecting partners, initiating activities with others	September 6, 1988 to June 8, 1989	Teacher, Aide	Pre- to post-test increases will average 20% or more on relevant Affective Rating Scale (ARS) items.
17. Initiates activities	- Positive reinforcement	September 6, 1988 to June 8, 1989	Teacher, Aide	Pre- to post-test increases will average 20% or more on relevant Affective Rating Scale (ARS) items.
18. Positive Work	- Continues with task	September 6, 1988 to June 8, 1989	Teacher, Aide	Pre- to post-test increases will average 20% or more on relevant Affective Rating Scale (ARS) items.
19. Curiosity	- Questions, explores experiments	September 6, 1988 to June 8, 1989	Teacher, Aide	Pre- to post-test increases will average 20% or more on relevant Affective Rating Scale (ARS) items.
20. Creativity	- Different ways to approach a task	September 6, 1988 to June 8, 1989	Teacher, Aide	Pre- to post-test increases will average 20% or more on relevant Affective Rating Scale (ARS) items.

APPENDIX A

Component: **Parent Participation/Education**

Objectives	Activities to Accomplish Objectives	Beginning and Ending Dates	Name/Title of Person Responsible for Implementation	Method Used to Evaluate Activity
21. Parent Participation	Parents will be expected to help out in the classroom or on field trips at least once per month.	September 6, 1988 to June 8, 1989	Teacher, Aide	60% of the families will participate in classroom or on field trips four times per year.
22. Parent Education Program: Friday Meetings	Friday parent/child meetings will be held at least once per month covering learn-activities of the past month and what is planned in the future and how parents can help their child.	September 6, 1988 to June 8, 1989	Teacher, Aide	60% of the families will participate in parent meetings four times per year.
23. Parent Education Program: Home Work Activities	Every two weeks a new homework assignment will be given relating to one of the first thirteen cognitive/psychomotor objectives.	September 6, 1988 to June 8, 1989	Teacher, Aide	80% of the families will complete with the child nine home activities an return them to school.

APPENDIX A

Component: Curriculum

Objectives	Activities to Accomplish Objectives	Beginning and Ending Dates	Name/Title of Person Responsible for Implementation	Method Used to Evaluate Activity
24. To establish an Early Childhood Education Curriculum Committee	Curriculum Committee meetings	October 1988 to June 1989	Program Supervisor	Review of meeting agendas and products developed. Committee will meet at least four (4) times during the 1988-89 school year.

APPENDIX A

Component: Community Collaboration/Participation

Objectives	Activities to Accomplish Objectives	Beginning and Ending Dates	Name/Title of Person Responsible for Implementation	Method Used to Evaluate Activity
25. To establish an Early Childhood Education Advisory committee	Advisory Committee meetings	October 1988 to June 1989	Program Supervisor	Review of meeting agendas. Advisory Committee will meet at least three (3) times during the 1988-89 school year.

APPENDIX A

Component: Staff Development

Objectives	Activities to Accomplish Objectives	Beginning and Ending Dates	Name/Title of Person Responsible for Implementation	Method Used to Evaluate Activity
26. Early Childhood Education Staff will participate in inservice to improve their instructional skills and broaden their base of knowledge.	Appropriate inservice programs will be developed and implemented.	October 1988 to June 1989	Program Supervisor	75% of the ECC staff will participate in 75% of the inservices offered. Monthly inservice sessions will be offered during the 1988-89 school year.

Prekindergarten

SAGINAW OBJECTIVE REFERENCED TEST (PK-Sort)

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Superintendent, Foster B. Gibbs, Ph.D.

Rev. 0489

APPENDIX B

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APPENDIX B

DIRECTIONS FOR ADMINISTERING

PREKINDERGARTEN SAGINAW OBJECTIVE REFERENCED TEST (PK-SORT)

This test is to be administered on a one-to-one basis. It is important that each testing situation be essentially the same for all pupils. Very careful attention should be given to the detailed instructions that are provided in these directions, as well as the instructions that are incorporated into the test itself.

All teacher directions that are included in the test will be in parentheses ( ) and are not to be read to the pupil. The teacher should be familiar with all questions as well as the materials that are to be used in administering the test. The test kit should be checked for inclusion of a complete set of the manipulative materials and flash cards. (See Appendix A for an inventory of these materials.)

In administering the test, the teacher is to score the pupil response to each item as it is given. Each item is scored on a right or wrong basis. The content of each pupil response is to be accepted by the teacher at face value. The teacher should be careful not to provide the pupil with any verbal or non-verbal signals that might influence the pupil's thinking or eventual answer.

It is appropriate for the teacher to provide help that ensures that the pupil understands the task to be performed. In order to facilitate this understanding, each set of instructions should be given and then be repeated. Some pupils benefit from a pause or a "wait time" before they are required to give a response. It is permissable to have a pupil start over if it appears that he/she has forgotten the task, or is confused as to what to do. The pupil should be given up to 30 seconds to respond to any given item. Every

attempt should be made to administer all items of the test to all pupils. The teacher should take as much time as reasonably necessary to complete the test. If appropriate, the test can be given over a number of days and in a number of settings.

Since the teacher is to judge the correctness or incorrectness of each pupil response, the directions for each test item contains a section on correct or acceptable responses. A clear understanding of the acceptable responses provided in the test instructions will ensure that the teacher can quickly and consistently score each item. Responses are to be scored and coded on the answer sheet as the pupil answers each question. The following symbols are to be used for scoring:

A for correct responses and

B for incorrect or no responses

A machine scoreable answer sheet will be used to record the pupil's responses. The teacher should carefully follow the procedures that are outlined in the Directions for Completing the Prekindergarten SORT Answer Sheets. These directions will be included in the packet containing the machine scoreable answer sheets.

APPENDIX B

PREKINDERGARTEN SORT TEST ITEMS

PART I: COGNITIVE DEVELOPMENT SUBTEST

(Remember, all statements in parentheses ( ) are intended for your use and are not to be read to the child. In recording answers on your answer sheet, you should code A = correct response and B = incorrect or no response.)

1. SAY, "Let's play a game where you have to tell me about things you cannot see."

   (Hand the pupil feely sock Number 1. It contains a metal zipper.)

   SAY, "Put your hand in the sock. Keep your hand in the sock. Take the thing that is in the sock and feel it. Tell me about it."

   (Pause. Listen for one of these acceptable responses and mark your scoring sheet accordingly.)

   Acceptable Responses

   -- Name of the object
   -- Shape of the object
   -- Use of the object
   -- Name of the material of the object
   -- Texture of the object

   SAY, "Let's take a look at it. Now, let's do another one."

   (Put away sock Number 1 making sure that the zipper is put back, take out sock Number 2.)

2. (Hand the pupil feely sock Number 2. It contains a toothbrush.)

SAY, "Put your hand in the sock. Keep your hand in the sock. Take the thing that is in the sock and feel it. Tell me about it."

(Pause. Listen for one of these acceptable responses and mark your scoring sheet accordingly.)

Acceptable Responses

— Name of object
-- Shape of the object
— Use of the object
-- Name of the material of the object
— Texture of the object

SAY, "Let's take a look at it. Now, let's do another one."

(Put away Number 2 making sure that the toothbrush is put back, take out sock Number 3.)

- - - -

4. SAY, "Now let's take a look at some pictures and talk about them."

(Show the child the picture marked with the Number 4 on the back. As you are holding it follow these directions.)

SAY, "Tell me who this worker is. What does s/he do?"

(Pause for response, listening for one of the acceptable responses listed below.)

Acceptable Responses

-- Name of the role or title of the worker or
— A description of what s/he does or how the worker helps us.

(Mark your scoring sheet accordingly.)

5-7. (Put away picture Number 4 and continue following the same directions for pictures 5, 6, and 7. Remember to mark on your scoring sheet after each question.)

- - - -

9. SAY, "In just a minute we will play a game with some circles and triangles which should be lots of fun."

(Open the envelope marked item Number 9 and randomly place the shapes in front of the pupil. As you describe what the pupil is to do, gesture with your hands to represent two piles.)

SAY, "Put the shapes that are the same into two piles. All the shapes in each pile should be alike."

(Pause for the child to group the shapes. Make sure that the groups are correct according to the acceptable response listed below.)

Acceptable Response

— Grouping according to form

(Mark your scoring sheet accordingly.)

---

10. SAY, "Now let's play with some toy bears. They are a family."

(Remove toy bears from envelope marked item Number 10 and allow child to play with and talk about the bear family.)

SAY, "Now, can you put this family from the biggest to the smallest?"

(Pause for the child to arrange the bears from biggest to smallest or the reverse order. Make sure that the arrangement is correct according to the acceptable responses listed below.)

Acceptable Responses

-- All four bears from biggest to smallest or
— All four bears from smallest to biggest

(Mark your scoring sheet accordingly.)

11. SAY, "Now let's take a look at some pictures and put them in order."

(Open the envelope marked item Number 11 and randomly place the four pictures in front of the pupil.)

SAY, "Here are four girls. Some of the girls are tall, some are short. Put the girls in a row from tallest to shortest."

(Provide a ruler as base. Pause for the child to arrange the girls. Make sure that the arrangement is correct according to the acceptable responses listed below.)

Acceptable Responses

-- All four pictures from tallest to shortest or
-- All four pictures from shortest to tallest

(Mark your scoring sheet accordingly.)

- -

SAMPLE EXERCISE

SAY, "Let's play a game with some pictures and stories. I will read you a story. Then you will make the pictures tell me what happened. You will give me the picture that happened first, next, and last."

(Open envelope marked sample, 12 and 13. Take out pictures for the sample item.)

SAY, "Let's do the first one together. Listen to this story. 'Mary is riding her bicycle to school. She locked it up. Then she played ball with the kids.' Now let's put the pictures together so they tell the same story." (Teacher hands the pictures to the child in a 3, 1, 2 order.) "Give me the picture that happened first."

(Pause for answer and correct child if s/he has not understood directions.)

SAY, "Give me the picture that happened next."

(Pause for answer and correct child if s/he has not understood directions.)

SAY, "Give me the picture that happened last."

(If child gives incorrect sequence, teacher tells the story and presents the pictures in the correct order.)

(Take out pictures marked Number 12.)

12. SAY, "Let's do another picture story. Listen to this story. 'Danny broke a glass while washing dishes. He swept up the glass. He put the broken glass in the trash can.' (Teacher hands the pictures to child in a 3, 1, 2 order.) "Give me the picture that happened first." (Pause for the correct picture.) "What happened next?" (Pause for the correct picture.) "What happened last?"

(Pause for the child to answer the questions. Make sure that the answer is listed below as an acceptable response.)

Acceptable Response

-- All three pictures in correct time order sequence even if backwards.

(Mark your scoring sheet accordingly and put the pictures away.)

(Take out pictures marked Number 13.)

13. SAY, "Let's do another picture story. Listen to this story. 'Jane and her two friends climbed the tree. The branch Jane was on broke and she fell. Jane broke her leg and had to walk on crutches.' Now put the pictures together so they tell the same story." (Teacher hands the three pictures to child in a 3, 2, 1 order.) "Give me the picture that happened first?" (Pause for the picture.) "What happened next?" (Pause for the picture.) "What happened last?"

(Pause for the child to answer the questions. Make sure that the answer is listed below as an acceptable response.)

Acceptable Response

-- All three pictures in correct time order sequence even if backwards

(Mark your scoring sheet accordingly and put the pictures away.)

14. SAY, "I have a picture here out of a story book. It's part of the story, but the words are missing. Would you look at my picture and help me with the story?"

(Teacher hands child the picture from folder marked Number 14.)

SAY, "Tell me what you see in this picture."

(Pause for the child to answer. Make sure that the answer is listed below as an acceptable response.)

Acceptable Responses

-- Name at least four objects in picture

(Need not identify correctly)

For example:
animals
balloons
candles
koolaid
juice
chairs
table
hats
cake

Incorrect Responses

— Did not talk
-- Named less than four objects
— Gave irrelevant responses

(Mark your scoring sheet accordingly.)

(Child continues to use picture marked Number 14.)

15. SAY, "Tell me what you think is happening in the picture?"

(Pause for the child to tell the story. Make sure that the answer is listed below as an acceptable response.)

Acceptable Response

-- Uses a sentence of 5 or more words

Incorrect Responses

-- Child does not talk
-- Uses sentences of four words or less
-- Uses phrases

(Mark your scoring sheet accordingly.)

16. (Score story given for item 15 in terms of acceptable responses given below.)

Acceptable Response

-- Uses at least 3 or 5 of the listed elements of fluency. *

Incorrect Response

-- Uses less than 3 of the listed elements of fluency. *

* Fluency consists of additional responses using:

- -- Modifiers (uses adjectives or adverbs.)
- -- Spatial elements (uses prepositions indicating position.)
- -- Number words
- -- Emotional or feeling words
- -- Sequence (uses phrases to describe a series of events.)

(Mark your scoring sheet accordingly.)

17. (Child continues to hold the picture from the folder marked Number 15.)

SAY, "What do you think will happen next? What will they do when the party is over?"

(Pause for the child to answer. Make sure that the answer is listed below as an acceptable response.)

Acceptable Response

-- Child uses 1 or more of the elements listed below as a plot extension. * Any of the extensions below should be acceptable.

* Plot extension consists of:

-- Inferences
— Predictions
-- Cause and effect
— Conclusions

Incorrect Response

-- Child does not use plot extension. *

* Plot extension consists of:

-- Inferences
— Predictions
-- Cause and effect
— Conclusions

(Mark your scoring sheet accordingly and put the picture away.)

PART II: PSYCHOMOTOR ABILITIES SUBTEST

51. (From envelope marked Number 51, ask pupil to fold a 5" x 5" sheet of paper in half. Teacher demonstrates with a sample.)

SAY, "Fold the paper in half."

Acceptable Response

-- Using ruler, folds should show an accuracy + 3/8" in any direction.

(Mark scoring sheet accordingly.)

- -

52. (Using the same folded sheet, ask pupil to open the sheet and cut the paper on the fold.)

SAY, "Now open the sheet and cut the paper on the fold line."

(Teacher demonstrates with his/her sample.)

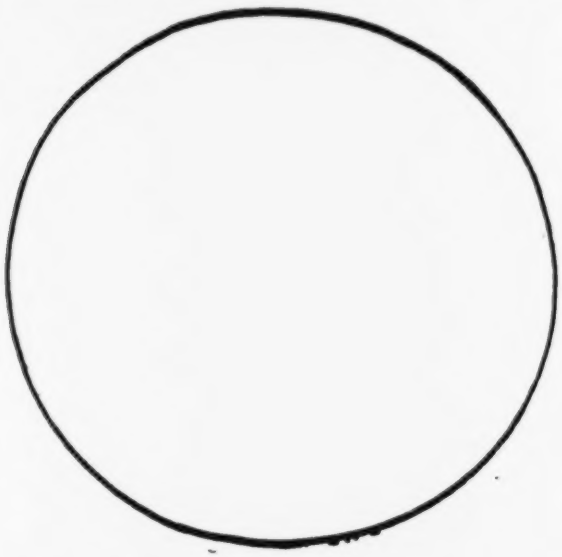
Acceptable Response

-- Using ruler, cuts should be + 1/2" from the fold.

(Mark scoring sheet accordingly.)

53. (Using a crayon from envelope Number 53, ask pupil to color inside the outline of the circle.)

SAY, "Color inside this circle. Color all of the circle."



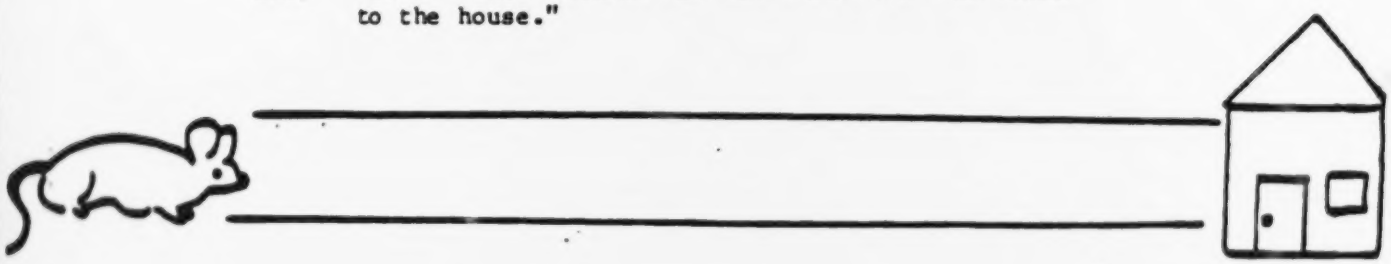
Acceptable Response

-- Using ruler, coloring marks should not exceed 1/2" at any point and approximately 2/3 rds of circle should be colored.

(Mark scoring sheet accordingly.)

54. (Using a crayon from envelope Number 54, ask pupil to draw a line between the two lines.)

SAY, "Draw a line between the two lines from the mouse to the house."



Acceptable Response

-- Crayon line must be within parallel lines and connect the mouse to the house or come within at least 1/2" of touching both the mouse and the house.

(Mark scoring sheet accordingly.)

55. (Using cut-out forms from envelope Number 55, place them on the table facing the child in the order shown below. Then take a similar set from envelope Number 55 and ask the child to make the same pattern.)

SAY, "You make your row look just like mine."

Acceptable Response

-- Linear order must be the same as the example.

(Mark scoring sheet accordingly.)

---

56. (Child must be seated across the teacher. Teacher places his/her 5 toy cars from envelope Number 56 on the oaktag circle. The teacher puts down the parking strip, one in front of the child and another at least 10 inches away from that one and parallel to it.)

SAY, "We are going to build parking lots. First, you watch how I park my cars and trucks."

(From the circle the teacher takes 5 cars and places them on teacher parking strip #2 in the same predetermined order for all children as printed on parking strip. Teacher then places the child's 5 toy cars on the oaktag circle and asks the child to park his/her cars on child's parking strip #1 to look just like the teacher's.)

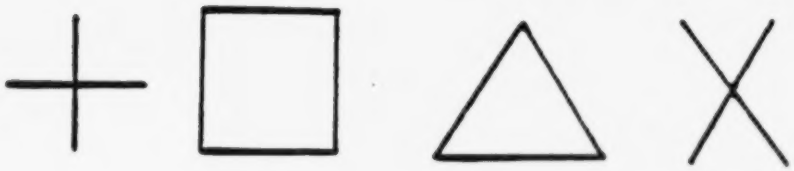
SAY, "Park your cars just like mine."

Acceptable Response

-- Linear order of cars must be the same as the teacher's order according to color.

(Mark scoring sheet accordingly.)

57-60. (Using cards from envelope Number 57-60, show one card at a time in the following order. Hand an extra sheet of paper to the child to draw the figures.)



SAY, "Draw a shape like this one."

Acceptable Response

-- See Appendix B for acceptable drawings as shown in Administration and Scoring Manual for the Developmental Test of Visual Motor Integration.

---

61. (Given the directive [opportunity] to hop on one foot, the child will be able to take five consecutive hops on either foot.)

Acceptable Response

-- Successful performance of the above activity.

(Mark scoring sheet accordingly.)

---

62. (Given a mark on the floor, the child will be able to jump over it by simultaneously lifting both feet from the floor and propelling his/her body forward and landing with feet together.)

Acceptable Response

-- Successful performance of the above activity.

(Mark scoring sheet accordingly.)

63. (Given a directive [opportunity] to skip, as a participant in any group activity which involves skipping, the learner will be able to skip using alternate feet, for a distance of ten or more feet.)

Acceptable Response

-- Successful performance of the above activity.

(Mark scoring sheet accordingly.)

- - - -

APPENDIX B

ATTACHMENT A

PK-SORT INVENTORY OF MATERIALS

PART I: COGNITIVE DEVELOPMENT SUBTEST

Item 1. - 1 feely sock with a zipper in it.

Item 2. - 1 feely sock with a toothbrush in it.

Item 3. - 1 feely sock with a plastic egg in it.

Items 4-7. - picture of a postman, policeman, truck driver, and snack bar attendant.

Item 8. - 4 green and 4 yellow candies (4 round and 4 rectangular)

Item 9. - 5 circles (3-3/4" diameter) and 4 triangles (3-7/8" sides)

Item 10. - 4 bears of varying heights/sizes

Item 11. - 4 girl paper dolls of varying heights/sizes and 1-12" ruler for base (9-1/2", 7-7/8", 6-1/4", and 5-1/4" tall)

Sample - 3 pictures of Mary riding bike, locking bike, and playing.

Item 12. - 3 pictures of Danny dropping, sweeping up, and throwing away glass.

Item 13. - 3 pictures of Jane climbing, falling, and then on crutches.

Item 14. - 1 picture of an animal birthday party.

PART II - PSYCHOMOTOR DEVELOPMENT SUBTEST

Items 51-52. - 5-inch square pieces of paper and 1 pair of scissors.

Items 53-54. - paper with a 3-inch circle and a mouse/house illustration on it. (template for 3-inch circle scoring.)

Item 55. - 4 house illustrations and
6 face illustrations.

Item 56. - 2 strips of oaktag (3" x 8-1/2") for parking lots
1 oaktag circle (5-1/8" in diameter) for setting out cars and trucks
5 sets of different colored cars and/or trucks (2 per set).

Items 57-60. - oaktag flash cards (5-1/2" x 5-1/2") of a square figure, a triangle figure, a plus sign, and an "X". multiple sheets of paper set up for students to replicate figures with four quadrants.

Item 62. - 1 strip of tape or mark on the floor is needed.

Item 64. - a 2" x 4" x 10' piece of lumber or a balance board is needed.

APPENDIX B

ATTACHMENT B

FORM 3 Circle

Scoring Criteria

Predominantly circular lines

Age Norms
(Imitated)
2,9
(Copied)
3,0

Passing

Failing

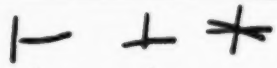
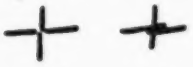
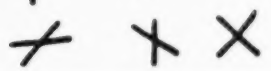
45

ATTACHMENT B

FORM 4 Vertical-Horizontal Cross

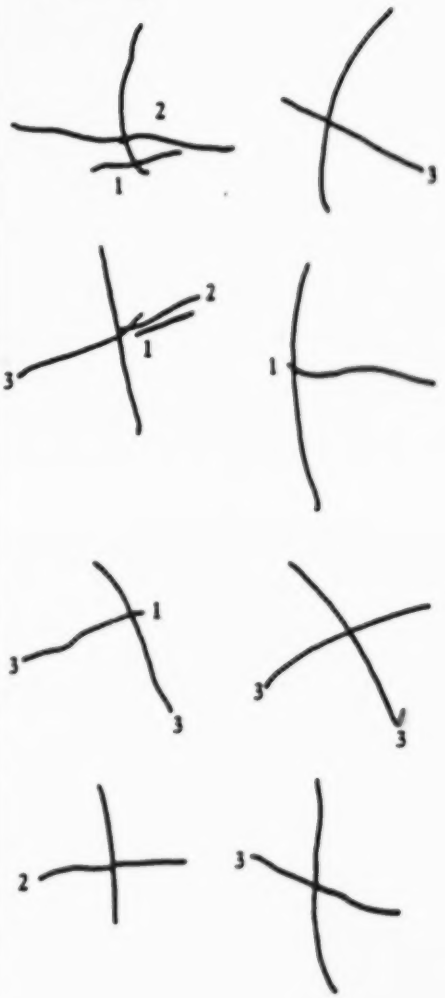
Age Norm 4;1

Scoring Criteria

1. Two fully intersecting lines — not: 
2. Two continuous lines — not: 
3. At least ½ of each line within 20° of its correct orientation — not: 

Passing

Failing



APPENDIX B

ATTACHMENT B

FORM 6 Square

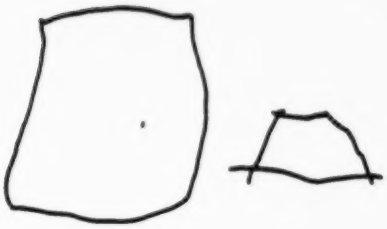
Scoring Criteria

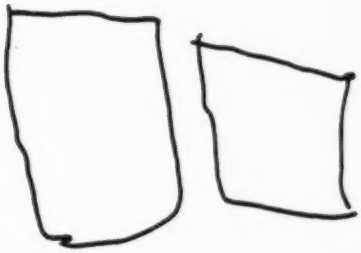
Age Norm 4,6

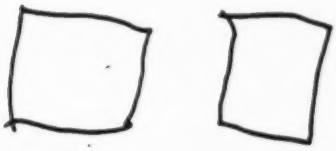
Four clearly defined *sides*
(corners need not be angular)

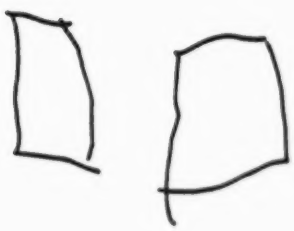
not:

Passing

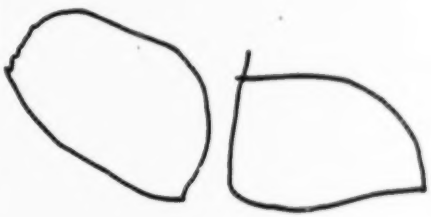








Failing



APPENDIX B

ATTACHMENT B

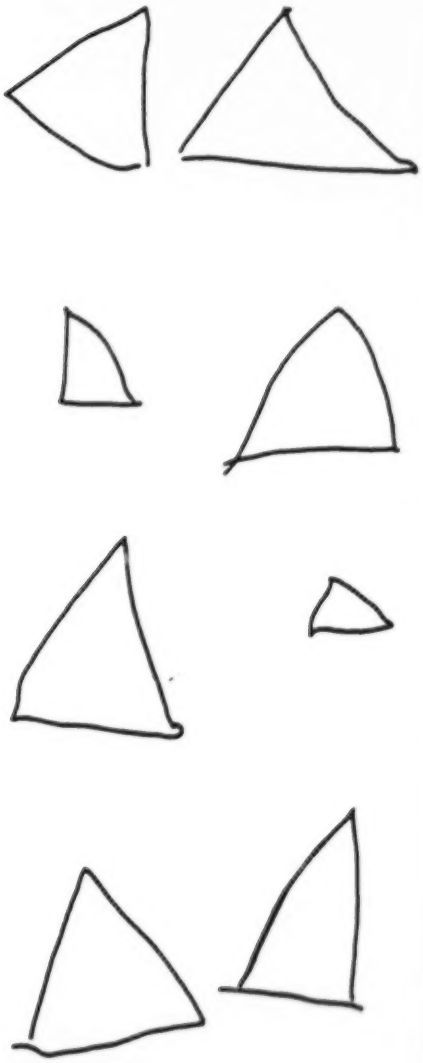
FORM 9 Triangle

Scoring Criteria

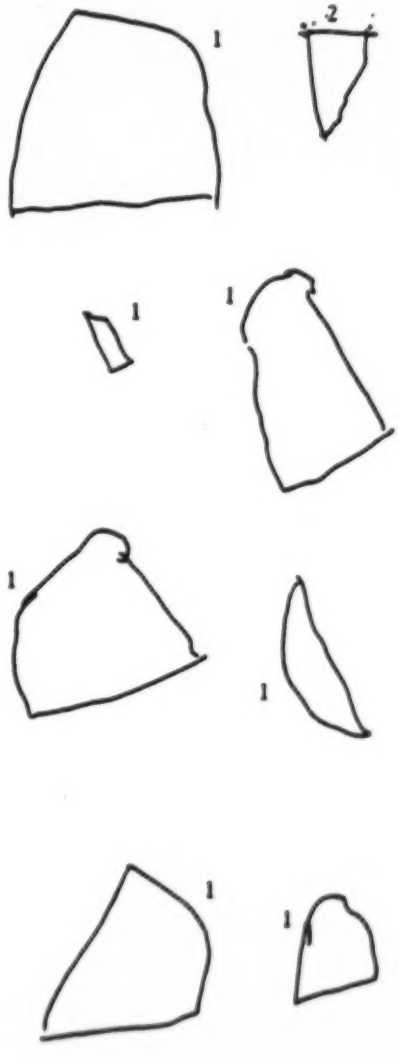
Age Norm 5;3

1. Three clearly defined sides — not:
2. One corner higher than others — not:

Passing



Failing



APPENDIX C

THE AFFECTIVE RATING SCALE

Teacher: _____ School: _____
Date: _____ Session: _____ a.m. _____ p.m.

DIRECTIONS: Please circle one of the ratings (VF for "very frequently", F for "frequently", S for "sometimes", I for "infrequently", and VI for "very infrequently") for _____
(Student's Full Name)
on each of the following behavioral dimensions.

		VF	F	S	I	VI
1.	Selects a partner	1	2	3	4	5
2.	Asks questions	1	2	3	4	5
3.	Initiates activities with others	1	2	3	4	5
4.	Explores objects in his environment	1	2	3	4	5
5.	Trusts teacher	1	2	3	4	5
6.	Initiates interaction with teacher	1	2	3	4	5
7.	Completes assignments	1	2	3	4	5
8.	Seeks information from teacher	1	2	3	4	5
9.	Seeks information from peers	1	2	3	4	5
10.	Seeks adult approval	1	2	3	4	5
11.	Interacts with other children	1	2	3	4	5
12.	Stays with some activity for 10 minutes	1	2	3	4	5
13.	Exhibits inner control during observation	1	2	3	4	5
14.	Exhibits inner control without direction	1	2	3	4	5
15.	Brings his treasures to school	1	2	3	4	5
16.	Shows flexibility in use of materials	1	2	3	4	5
17.	Attempts new activities	1	2	3	4	5
18.	Tries new ways to tackle problems	1	2	3	4	5

APPENDIX D

TABLE D.1. COMPARISON OF THE PERCENT OF STUDENTS AT POST-TESTING ATTAINING MASTERY ON PK-SORT OBJECTIVES BY BUILDING FOR 1988-89.

Pk-Sort Objective	Building				
	Herig	Jerome	Kempton	Merrill Park	Zilwaukee
1 (80)*	90.9%	93.9%	78.9%	94.1%	94.4%
2 (80)	93.9%	90.9%	94.7%	85.3%	88.9%
3 (50)	78.8%	100.0%	84.2%	82.4%	88.9%
4 (70)	84.8%	84.8%	89.5%	88.2%	88.9%
5 (50)	81.8%	93.9%	89.5%	76.5%	88.9%
6 (85)	97.0%	100.0%	100.0%	82.4%	100.0%
7 (80)	48.5%	87.9%	47.4%	47.0%	44.4%
8 (65)	18.2%	60.6%	42.1%	67.6%	50.0%
9 (50)	84.8%	100.0%	100.0%	76.5%	100.0%
10 (80)	93.9%	100.0%	100.0%	91.2%	100.0%
11 (65)	84.8%	75.8%	89.5%	73.5%	77.8%
12 (65)	39.4%	90.9%	84.2%	47.0%	88.9%
13 (80)	84.8%	87.9%	89.5%	76.5%	94.4%

*Represents criteria for each objective.

APPENDIX E

TABLE E.1. COMPARISON OF AVERAGE PRE- TO POST-TEST CHANGE* ON THE AFFECTIVE RATING SCALE (ARS) BY OBJECTIVE AND BUILDING FOR 1988-89.

#	Objective Description	AVERAGE CHANGE				
		Herig (N=31)	Kempton (N=18)	Jerome (N=30)	Merrill Park (N=32)	Zilwaukee (N=18)
14	Preference Value Teacher	1.6	1.6	1.9	2.4	3.4
15	Self-Control	1.1	1.9	1.9	2.4	3.5
16	Positive Peer Interaction	1.7	1.7	2.8	2.6	3.7
17	Initiates Activities	1.5	1.8	2.6	2.2	3.6
18	Positive Work Attitude	1.4	1.9	2.2	2.6	3.2
19	Curiosity	1.6	1.7	2.2	2.3	3.8
20	Creativity	1.4	1.4	1.8	2.3	4.3

*Performance standard -- pre- to post-test increases will average 20% or more on a relevant ARS items (i.e., a change of at least one scale point on the instrument in a positive direction).

APPENDIX F

TABLE F.1. SUMMARY OF NUMBER AND PERCENT OF MECEP PREKINDERGARTEN FAMILIES ATTAINING OBJECTIVES REGARDING THE PARENTS AS PARTNERS COMPONENT BY BUILDING, 1988-89.

School	Number of Students Enrolled*	Parent Participation Objective 21		Parent Meetings Objective 22		Homework Activities Objective 23	
		#	%	#	%	#	%
Herig	33	29	(87.9)	32	(97.0)	27	(81.8)
Jerome	34	31	(91.2)	34	(100.0)	34	(100.0)
Kempton	18	15	(83.3)	18	(100.0)	17	(94.4)
Merrill Park	34	15	(44.1)	28	(82.4)	32	(94.1)
Zilwaukee	18	13	(72.2)	18	(100.0)	18	(100.0)
TOTAL	137**	103	(75.2)+	130	(94.9)+	128	(93.4)+

*Number of students enrolled and attending program for any length of time.
**This figure does not include duplicate students who were enrolled at two or more different sites during the year.

+Objective attainment:

--Parent participation of at least 60% for at least four school activities.
--Parent meetings of at least 60% for at least four Friday meetings.
--Homework activities of a least 80% for at least nine home activities.

APPENDIX G

SAGINAW CITY PUBLIC SCHOOLS

PRE-KINDERGARTEN CURRICULUM ADVISORY COMMITTEE

Janet Mascotti Joswiak	Early Childhood Supervisor
Dr. Caroline Cummings	Early Childhood Coordinator Saginaw Intermediate School District
Carole Grates	Consultant Dept. of Social Services
Mary Ciolek	Directory of Compensatory Education
Phyliss Kelly	Teacher Consultant Head Start
Pam Higgs	Pre-K Teacher, Herig
Juanita Lugo	Pre-K Teacher, Baillie
Willie Tatum	Pre-K Teacher, Jones
Dorothy Weiss	Kdg. Teacher, Jerome
Sherri Borchard	Kdg. Teacher, Baillie
Lillian Osborne	Kdg. Teacher, Emerson
Janet Hartle	Y5's Teacher, Zilwaukee
Charlene Bodiford	Y5's Teacher, Kempton
Barb Larkin	Jr. 1st, Longstreet
Delores Williams	Jr. 1st, Webber Elementary
Nancy Brill	1st Grade, Coulter
Pat Williams	1st Grade, Zilwaukee
Levette Abrahms	Parent, Coulter School

APPENDIX G

EARLY CHILDHOOD P.G.U.'S - SECOND SEMESTER

1. Early Childhood Social Skills — March 6, 1989 — 3 units

2. Teaching the Whole Child - Planning an Integrated Curriculum — February 22, 1989 — 3 units

3. Developmental Learing Concept - The Transition from Pre-K to Kindergarten and Kindergarten to First Grade — 3 units

4. Attention Deficit Disorders and Hyperactivity — January 28, 1989 — 6 units

5. Music and Early Childhood — April 8, 1989 — 6 units

6. A Workshop in Music and Movement — April 22, 1989 — 3 units

7. Visual Perception in Young Children — February 1, 1989 — 2 units

RUBEN DANIELS LIFELONG LEARNING CENTER
FAMILY LIFE EDUCATION ADVISORY COMMITTEE
MAY 9, 1989
8:00 A.M.

MEETING SUMMARY

Present:

Lizzie Milligan	Chairperson, Program Coordinator, Saginaw Public Schools
Carole Boyd	Averill Career Opportunities Center
Clifford Davis	Director, Ruben Daniels Lifelong Learning Center
Sarah Clevez	Saginaw Valley Reginal 4 -C Association
Lois Duranceau	M.S.W., Saginaw County Mental Health
Jean Farrington	Sex Equity Counselor/Coor., Averill Career Opportunities Center
Rudene Glass	First Ward Community Center
Ann Graham	Valley OB/GYN
Mary Hamilton	R.N., Saginaw General Hospital
Laurie Howlett	RDLLC STEP
Mercedes Kapp	COC
Teri Lieber	RDLLC-PAT
Jill Long	RDLLC Kinder Kare
Mary Ellen Johnson	SCYPC
Janet Joswiak	Saginaw Bd. of Ed.
Sandy Kreeger	Saginaw General Hospital
David Lutenski	Saginaw Bd. of Ed.
Peri Michalski	Health Programs Mgr. RDLLC
Joannie Nemecek	Saginaw General Hospital
Rev. Tony Petrick	Warren Ave. Presbyerian Church
Connie Pope	SBSASC
Barry Quimper	Saginaw Bd. of Ed.
Carol Ray	SCDPH
Mari Sargent	Child and Family
Donald Scott	Asst. Supt., Bd. of Ed.
Ronald Spees	SCYPC
Diane Ulbricht	RDLLC
Lori Wierda	St. Lukes Pediatrics
Deborah Williams	RDLLC
Nancy Ziazios	RDLLC YPP

Program and Activity Information Update

The School District of the City of Saginaw is in the process of writing a grant for Even Start, a program to assist parents and preschool children. The grant would have three components. 1). A parenting effectiveness plan. 2). A cooperative alternative form of preschool education. 3). A literacy program for the parents. The application is due May 26, and a team of planners is working on it presently. Dave Lutenski and Barry Quimper are the team leaders for this project. They have requested suggestions and assistance from the Family Life Education Advisory Board along with commitment letters for the networking between existing services.

PAT Programs- Teri Lieber

Parents As Teachers programs have been very suggestful this year with expansion to two off sites. Neighborhood house program succeeded and will be the site of a new pilot "Fospa", Family Oriented Structured Preschool Activity. This is a nationally validated early childhood family education program. The program at the First Ward Community Program did not meet the expectations this last year and will be reevaluated and tried again this next year in a different format.

STEP Program-Lori Howlett

This life skill and basic subjects program is still working with 50 students from last year and will enroll 75 new students in Saginaw and 25 new students in Bay City. This program takes students who are behind grade level academically and works with them during the summer and tracking supports during the school year.

Fashion Show-Nancy Ziozios

The cooperative effort of Linda Lee's Modeling Agency, staff of RDLLC and community sponsors netted a profit of over $700.00 and a $500.00 Scholarship from Great Lakes Junior College.

Single Parent Program- Carol Boyd

Working on maintaining present program and writing for new grant that would restore funding to 100%.

Young Parent Program- Pari Michalski

Statistics attached. Numbers are pretty consistent with last year. We are maintaining the younger students better with the Special Services class in cooperation with ABE. We are having a little decrease in the

average weight of the newborns and it appears that we are having more students with premature labors. This is being evaluated along with a teacher survey for positive input for working with the homebound program.

Teen Parent Support-Mary Ellen Johnson

Report passed out with summary of the year to-date statistics of 174 cases with 77 open cases presently. Mary Ellen wishes to renew the grant for next year and is requesting that letters of support be addresssed to Ron Spess at Prevention and Youth Services. Ron Spess shared at this time the joint brochure developed by a committee under his directorship that hosted teen parent support services available in the community.

Consumer Home Economics- Jean Farrington

Verbal report on new programs and in-service for teachers. Parenthood modules and nutrition education using computer programs are being offered at both Saginaw High School and Arthur Hill with 211 students enrolled in the classes. The department is now looking at the 9th grade offerings for future implementation.

Substance Abuse- Connie Pope

Announced a prevention program that their department was sponsoring in an attempt to get information out to pregnant and parenting students about dangers of substance abuse during pregnancy. Program was being offered May 9, 1989 11:30-12:30 in the audiotorium at RDLLC.

Prekindergarten Program Update- Janet Mascotti Joswiak

Verbal report on preschool programs and the need to implement them for as many parents and children as possible.

Parenting and Child Care Announcements

The next Active Parenting Classes are being offered at the Child Guidance Clinic and The Warren Ave. Presbyterian Church will start another class in the fall. 4-C's announce new child care provisions that are available and reminded the audience to use them for referrals for Day Care.

NEXT MEETING IS TENTATIVELY SET FOR OCTOBER 17, 1989